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ABSTRACT

A content analysis instrument was developed to help educators select textbooks that deal with the Middle East and reflect the goals and standards published by UNESCO and the National Councils for Social Studies, Geography, and World History. Fifty-five goals and standards were identified from those published by the four organizations. Sixty college-level faculty and specialists in Middle East history rank ordered the 55 goals and standards in terms of how important they thought the item was with respect to inclusion in college-level textbooks that deal with the Middle East. The 60 rankings were analyzed, with the mean and standard deviation calculated for each item and each category. Items were then rank-ordered from high mean to low within each category and from low standard deviation to high within each category. These rankings were used to generate a second instrument, which was sent to 184 participants. Results show agreement between the four organizations and specialists who teach about the Middle East with respect to inclusion in college-level textbooks that deal with the Middle East. (Contains 2 tables and 15 references.) (Author/SLD)

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ED 446 134

The Development of a Content Analysis Instrument for Analyzing College-Level Textbooks Used in the United States to Teach about the Middle East

Adel T. Al-Bataineh

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ABSTRACT

This proposal focused on developing a content analysis instruments which would help educators select textbooks that dealt with the Middle East and which, at the same time, reflected the goals and standards published by UNESCO and the National Councils for Social Studies, Geography, and World History.

The researcher first examined the sets of goals and standards published by the four organizations to see which goals or standards were essentially the same. Fifty-five goals and standards were identified. Then sixty college-level faculty and specialists in Middle East history rank-ordered the 55 goals and standards in terms of how important they thought the item was with respect to inclusion in college-level textbooks that deal with the Middle East.

The researcher analyzed the 60 instruments that were returned, and calculated the mean and standard deviation for each item and each category. The items were then rank-ordered from high mean to low within each category and from low standard deviation to high within each category. These rankings were then used to generate a second instrument. The second instrument was sent out to the participants. The researcher found out that there was agreement among organizations such as UNESCO and United States National Councils for Social Studies, Geography, and World History, and specialists who teach about the Middle East with respect to inclusion in college-level textbooks that deal with the Middle East.

THE DEVELOPMENT OF A CONTENT ANALYSIS INSTRUMENT FOR ANALYZING COLLEGE-LEVEL TEXTBOOKS USED IN THE UNITED STATES TO TEACH ABOUT THE MIDDLE EAST

Introduction

There seems to be a clear need for students to learn about different peoples and cultures, and particularly those of the Middle East. One reason for this is that the Middle East is an area of the world that has been, and continues to be politically, an international hot spot. Since the United States is involved in the Middle East, it is beneficial for students in the U.S. to learn about the people and the cultures of the area.

Even if the Middle East was not politically a hot spot, it would still be important for student to learn about its peoples and cultures because there has been a dramatic growth in international business and in the exchange of ideas worldwide. This growth has increased the need for people to learn more about the history and cultures of people and lands other than their own. Peaceful coexistence depends, to a great degree, on the extent to which people understand other peoples and their cultures.

Many colleges, universities and other educational institutions in the United States are increasing their efforts to teach both preservice and inservice teachers

about other cultures. For example, in a study done by Michigan State Board of Education (1984), researchers explained that "one would not expect to find extensive coverage of other world areas per se in a textbook of American history. However, it is important for contemporary scholars and authors of textbooks to present American history within its international context" (p. 44). Given the increased interest in teaching about other cultures, there is likely to be increased interest in textbooks that deal with other cultures. This is so because textbooks are of major importance in providing information to students. This is substantiated by research studies that examined the amount of time students and teachers spend on textbook related activities. Wade (1993) indicates that, "a number of studies have found that students engage in textbook-related activities 70 to 95 percent of the time that they spend in classrooms" (p. 232). Siler (1987) explained that "teachers organize their daily teaching activities around the basic textbook. Curriculum planning and daily lesson planning tend to be determined by the basic textbook" (p. 78).

Recent Statements Efforts

In developing a content analysis instrument, the researcher wanted to include goals and standards that were as broadly representative as possible. While there are still no educational goals and standards that are universal, it

appears to this researcher that educators may be closer to agreement today than at any time.

In recent years educators in organizations such as the United States National Councils for Social Studies, Geography, and World History (hereafter referred to as the Councils) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have developed sets of goals and standards that reflect what they believe students should know and be able to do. These goals and standards were used as a foundation for this content analysis instrument.

These goals and standards are important for students to know because of many reasons. First, these standards and goals were selected and collected from many countries. They represent the world's communities' best thinking about what constitutes appropriate and challenging content.

Second, these standards represent a consensus on what students should know and be able to do. For example the Geography standards developed a consensus process and model to develop its standards. This model involved "The consumers of education and the providers of education, including all of the major geography organizations in the United States" (p. 246).

Third, these goals and standards represent the concerns and interests of both the public and private sectors, and government agencies. They are also based on the educational reform movement of 1980s, the subsequent articulation of the

National Governors Association's goals in 1990 and the congressional passage of Goals 2000 in 1992.

Fourth, these goals and standards that were developed by UNESCO and the National Councils are uniquely common in terms of their emphasis. The main focus of these organizations and agencies is on humanity. This commonality is evident in all the standards and objectives of these organizations. It is clearly demonstrated in the National Standards for World History: Exploring Paths to the Present. The developers of the world history standards explain that "these standards rest on the premise that our schools must teach a comprehensive history in which all standards may share. That means a history that encompasses humanity" (P. 4).

Guidelines Developed by United Nations Educational, Scientific and Cultural Organization (UNESCO)

Since 1947, (UNESCO) has been involved in setting up educational guidelines and objectives. These objectives and guidelines address different aspects of education. In 1974, at the 18th General Conference session, which was held in Paris, UNESCO charted the following educational guidelines and objectives:

> Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of UNESCO and the

> Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the mai..tenance of peace'. (pp. 3-4)

There is clearly an increased interest in helping students learn about other cultures. What is not yet clear is the extent to which college-level textbooks used in the United States to teach about the Middle East, reflect the skills and understandings recommended by organizations, such as: UNESCO and the Councils.

History of Content Analysis Methodology

Krippendorff (1980) defines content analysis as a "research technique for making replicable and valid inferences from data to their context. As a research technique, content analysis involves specified procedures for processing scientific data. Like all research techniques, its purpose is to provide knowledge, new insights, a representation of facts and a practical guide to action" (p. 21). This technique was used as a guide to develop a content analysis instrument to

examine the extent to which textbooks that teach about the Middle East reflect objectives and standards developed by UNESCO and the Councils.

Krippendorff (1980) discussed different components that constitute content analysis research designs. These components are: (a) Data making, (b) Unitization, (c) Sampling, (d) Recording, (e) Data reduction, (f) Inference, (g) Analysis, (h) Direct validation, (i) Testing for correspondence with other methods, and (j) Testing hypotheses regarding other data. (p. 52)

Since 1938, many research studies have used content analysis as a method of investigation. These studies revealed many problems with history textbooks, such as: bias, discrimination, stereotypes, distortion, and omission. While these studies contributed immensely to the improvement of history textbooks (Michigan State Board of Education, 1984), they did not enhance the methods of analyzing textbooks. In 1949, Siler (1987) reported a study by the American Council on Education Intergroup Relations in Teaching Materials which "concluded that textbooks used throughout the United States were distressingly inadequate, inappropriate, and even damaging to intergroup relations" (p. 82). The American Council on Education study reported that "the report reviewed 315 textbooks ranging from grade four to grade fourteen, encompassing social studies texts as well as texts from several other disciplines.... The report presented no quantitative data from which to develop any measurable analysis" (p. 82).

During the 1960s, content analysis studies became more specialized. Minority groups and organizations that were dissatisfied with textbooks conducted the bulk of content analysis studies. The topics of investigation included three basic parts: themes, groups, and historical events (Siler, 1987). While these studies have significantly contributed to raising the concerns of different minority groups, they were rudimentary in their analysis procedures. Siler (1987) evaluated different studies and found out that: "The literature encompassing the textbook treatment of groups, themes, and historical events indicated little use of content analysis as a process for research" (p. 95).

Wade (1993) supported the findings of many studies, such as: Siler (1987), Garcia and Tanner (1985), and Wallen and Fraenkel (1988). Wade (1993) explained that:

> The problems with sampling, defining terms, analyzing data, and reporting results that Siler (1987) notes are clearly evident in this study. It also appears that some of the problems Wallen and Fraenkel (1988) observed in other types of social studies research, notably inappropriate methodology, sampling bias, and unfounded conclusions, are evident in content analysis research as well. (p. 247)

More important, the literature points out the need for developing a content analysis instrument that is valid and reliable. In an analysis of research studies in content analysis, Wade (1993) stated that, "the overall quality of content analysis

research during the 10-year period under study is decidedly disappointing" (p 247). According to Wade's study, content analysis suffers from "notably inappropriate methodology, sampling bias, and unfounded conclusions" (p. 247). Wade stressed that in content analysis methodology, "it is imperative that a systematic approach to content analysis be employed" in order to reduce the researcher's subjectivity. (p. 248)

General Content Problems in Textbooks that Deal with the Middle East

The bulk of content analysis studies that dealt with textbooks on the Middle East were concerned with one specific issue-bias. Others have looked at the issue of omission. In general, researchers have used content analysis to analyze structural and organizational patterns of information, content coverage, and instructional procedures. The articles evaluated for this study reflect those wide interests and objectives. The following is a summary and an analysis of those studies.

A widely researched issue in the content analysis literature dealt with how people of Middle East are portrayed in American history textbooks. Researchers examined both elementary and secondary history textbooks for issues, such as: stereotypes, biases, image distortion, discrimination and omissions. Most of these studies have substantially supported the hypotheses that American history textbooks present distorted images, biases, and stereotypes about the people of the

Middle East. Dhand (1988), for example, stated that "some American teachers are biased in their views of the peoples and cultures of the Middle East, and secondary school textbooks published a decade or two ago handed down ancient prejudices and even originated some of their own" (p. 26).

The Michigan Board of Education study (1984) examined ten eighth-grade U.S. history textbooks to determine the extent to which they reflect the pluralistic and diverse nature of the United States. Also, it looked at the potential of those textbooks to promote global interdependence and if such textbooks were educationally sound. This study concluded that "the international aspects of our history and of our contemporary society are grossly underrepresented. Reference to other peoples and nations of the world are weak and frequently present distorted views of those cultures" (Michigan State Board of Education, 1984, p. 44).

Many of the studies that were examined called for investigating textbooks that teach about the Middle East in terms of the content presentation and content coverage of culture, geography, economics, environment, peace, and minorities.

Menconi (1981) examined the statements of misconception about the Arab World in textbooks. The study concluded that social studies teachers held a wide range of misconceptions about the Arab world.

Menconi's study is important in pointing out the level of misunderstanding that teachers have about the Arab World; however, it falls short in two respects.

First, it did not analyze the textbooks' content coverage. Second, it dealt with only one cultural group-the Arabs. Other Middle Eastern cultures, such as: Turks, Iranians and Jews, were not included in Menconi's study. The focus on a specific group does not give us a clear idea how the whole region is treated in terms of misconceptions about various cultures.

Nabti's (1981) study dealt with examining the coverage of the Arab World in American secondary school world studies textbooks. He focused on a specific set of questions that dealt with understanding culture, history, religion, and politics. This study provided a more current, comprehensive and systematic evaluation of textbook coverage of the Arab World than was previously done. However, this study, which reduced the Middle East representation to a specific group of people, was limited to the secondary school level.

In another study, Suleiman (1977) examined American images of Middle East peoples. He has identified the following important fact about textbooks' coverage of high school World History courses:

> World History textbooks usually devote 8-10% of their coverage to the history, civilization and politics of the Middle East. Often, most of the material deals with ancient civilizations. However, teacher interest and coverage in the classroom tend to center on the more recent, 20th century period. (Suleiman, 1977, p. 55)

The importance of such conclusions stems from the fact that they point out the need for investigating the coverage of preservice teachers' textbooks at universities and colleges. Such knowledge about textbook coverage is important because the level of teachers' understanding seems to be directly related to, and reflective of, textbook content. While these studies are significant in addressing specific issues, such as: bias, representation, and interdependence, they do not deal well with a major concern, namely, to what extent does the textbook content reflect content that is valid. In order to examine the content of college-level textbooks that teach about the Middle East in the United States, this study aimed at developing a content analysis instrument that is based on goals and standards published by UNESCO and the Councils.

Purpose of the Study

The purposes of this study were threefold. The first purpose was to examine the sets of goals and standards published by UNESCO and the Councils, and determine which, if any, of the goals and standards are common to all four sets. The second purpose was to have college-level faculty and specialists in Middle East history rank-order those common goals and standards in terms of their perceived importance for inclusion in college-level textbooks that deal with the Middle East. The third and last purpose was to use that rank-ordered list to develop a content analysis instrument that will help educators identify college-

level textbooks concerning Middle East history and culture that reflect those goals and standards.

Instrumentation and Method of Validation

Preliminary Instrument

The first step in this development was to examine the sets of goals and standards recommended by UNSECO and the Councils to see which, if any, goals or standards were essentially the same. Among the four sets, there were720 goals and standards. The researcher examined 200 standards and objectives recommended by UNESCO, 210 by the Council for Geography, 230 by the Council for World History, and 80 by the Council for Social Studies. Based on this examination the researcher found 55 goals and standards that were essentially the same.

After analyzing the content of the list of 55 goals and standards, the researcher created four categories: (a) History; (b) Geography and Environment; (c) Culture; and (d) Peace, Ethnicity and Multiculturalism. Each goal or standard was then placed into an appropriate category. This resulted in 25 items in History, 8 in Geography and Environment, 12 in Culture, and 10 in Peace, Ethnicity, and Multiculturalism.

The researcher asked 184 participants to rate each of the items. The rating scale had five categories: (1) Not Important, (2) Not Very Important, (3)

Somewhat Important, (4) Important, and (5) Very Important. There also was a space for each participant to write in any objectives, skills or understandings that he or she believed to be crucial, but which were not on the form. This preliminary instrument was sent to the 184 people making up the sample group.

Second Instrument

The researcher wanted to construct a content analysis instrument that was not only valid and reliable, but that was also relatively short and easy to use. This meant that the final instrument would have to contain only those items that had the highest degree of consensus. To begin the analysis process, the researcher calculated the means and standard deviations of the items and categories.

The researcher analyzed the 60 instruments that were returned, and calculated the mean and standard deviation for each item and each category. The items were then rank-ordered from high mean to low mean within each category and from low standard deviation to high standard deviation within each category. The same ranking was performed on the categories as wholes. The item means reflected the perceived value attached to each of the items and the item standard deviation reflected the degree of consensus of the respondents.

The second instrument consisted of 50 items, 21 items in History, 8 in Geography and Environment, 12 in Culture, and 9 in Peace, Ethnicity, and Multiculturalism.

The second instrument was sent to the same group of participants and they were asked again rate each item. The researcher then calculated the means and standard deviations for the 60 surveys that were returned. Each item and each category was ranked-ordered from high mean to low mean and from low standard deviation to high standard deviation.

The results of the second instrument were used to construct the final instrument. After constructing the final instrument, the researcher used the test-retest technique to calculate the reliability coefficient. In addition, the percentages of rater agreement were calculated for the final selected items. In order to calculate the percentages of rater agreement, two methods were used. First, items that were rated the same on the first and second instruments were calculated. Second, items that were rated with one point difference between the first and the second administration of the instrument were calculated.

Reliability of the Instrument

The reliability of the final instrument was tested by using two methods: test-retest and raters' agreement techniques.

In order to calculate the percentages of rater agreement, two methods were used. First, the researcher matched items on instruments one and two that had the same ratings. Then, the researcher matched items that differed by no more than

one point on instruments one and two. In addition the overall correlation coefficient was calculated.

This test-retest technique was used because, according to Weisberg, et al. (1989), "the best way to assess the reliability of a question is by comparing answers people give to it on one occasion with the answers those same people give to it a short time later" (p. 76). DeVellis (1991) argued that, "another two-score method of computing reliability involves the temporal stability of a measure, or how constant scores remain from one occasion to another" (p. 37). The Test-retest reliability coefficient was used to calculate the ranking of the items that were common to the first and second instruments. Thus, the participants' responses on the first and second instrument were compared to determine their consistency.

Validity of the Instrument

The validity of this instrument is based on the following points. First, the items making up the preliminary instrument were drawn from the sets of goals and standards recommended by UNESCO and the Councils for Social Studies, Geography, and World History. These, presumably, represent the best thinking about what constitutes appropriate and challenging content by a large number of scholars specializing in Middle East history. These standards and goals were selected and collected from many countries.

Methods and Results

Development of Instrument One

To ensure that the content analysis instrument being developed was not subjective, the researcher turned to the sets of goals and standards developed by UNESCO and the United States National Councils for Social Studies, Geography, and World History. These goals and standards reflected what large numbers of subject area specialists believed students needed to know about other peoples, cultures, and places.

Among the four sets, there were720 goals and standards. The researcher examined each of these to see if any of them were the same or nearly so across all four sets and were, at the same time, appropriate for use in a content analysis instrument. Fifty-five items were found and these were arranged into four categories: (1) History – 25 items; (2) Geography and Environment – 8 items; (3) Culture – 12 items; and (4) Peace, Ethnicity and Multiculturalism – 10 items. The researcher then developed a five category rating scale: (1) Not Important, (2) Not Very Important, (3) Somewhat Important, (4) Important, and (5) Very Important.

Analysis of Instrument One

In May of 1998, the researcher mailed copies of the instrument to 184 participants. Each was asked to rate each goal and standard in terms of how

important they believed it was with respect to inclusion in textbooks that teach about the Middle East. Sixty forms were returned.

The low number of returned surveys concerned the researcher. That low number may have been caused, at least in part, by the timing of the mailing. Since the instrument was mailed in the summer, many faculty members at colleges and universities were not available to respond.

After receiving the sixty forms, the researcher computed the means and standard deviations of each of the 55 items and of the categories as wholes. Items with high means and low standard deviations were considered to be items that respondents agreed were important and should be reflected in the content of texts dealing with the Middle East. Participants were given the opportunity to add objectives and standards that they felt were important but which were not included in the instrument, but none were added. The researcher interprets this to mean that the items on the content analysis instrument seem to adequately reflect what the raters believed that students should know about the Middle East.

Development of Instrument Two

After analyzing the first instrument the researcher established a mean cutoff point of 3.50 and a standard deviation cutoff point of 1.30. Items that met or exceeded these cutoff points were those that made up the second instrument. The use of these more rigorous cutoff points resulted in the elimination of five

items. The reduced number of items helped to ensure that the second instrument dealt only with those items that most raters believed were most important. The shorter instrument also helped in arriving at a final instrument that would be not only valid and reliable, but also relatively short and easy to use.

All 60 participants completed and returned the second instrument. The analysis of the second instrument returns showed that most of the item means were higher than the corresponding means on the first instrument and that most of the standard deviations were less than the corresponding standard deviations on the first instrument. The analysis also showed that the mean of 4.34 for the category of Peace, Ethnicity and Multiculturalism was the highest of the category means.

Development of the Final Instrument

After analyzing the second instrument, the researcher established new and more rigorous cutoff points as criteria for including items on the final instrument. The cutoff point for the mean was raised from 3.50 to 3.90 and the cutoff point for the standard deviation was lowered from 1.30 to 1.12. The use of these more rigorous cutoff points resulted in the elimination of 25 items.

The 25 items on the final instrument were those that received means of 3.90 and higher and standard deviations of 1.12 and lower. The analysis also showed that the mean for the category of Peace, Ethnicity and Multiculturalism

was the highest, 4.34. The mean for the category of Culture was 4.10. The Geography and Environment category had a mean of 4.04, followed by history with a mean of 4.01 (See table 2).

Calculation of Reliability

The reliability of the items on the final instrument was calculated in three ways. First, the researcher examined the extent to which raters rated each item the same on instruments one and two. This analysis showed that while all the items were rated the same by some raters, none were rated the same by all the raters. The extent of perfect agreement ranged from 31 raters (51%) for item one, to 15 raters (25 %) for items eight and 16.

The item analysis showed that in every case where there was a rating change, the rating went up one point. Consequently, the researcher did a second analysis in which those items for which there was perfect agreement were combined with those items for which the ratings differed by no more than one point. When analyzed in this way, the agreement ranged from 49 raters (81%) for items 14 and 15, to 35 (58%) for item seven. The overall percentage of agreement using the combined ratings was 73.48.

Test-retest Reliability

A third method used to calculate the overall reliability of the final instrument was the Test-retest method. The researcher reviewed instruments one and two and extracted the 25 items that made up the final instrument. The test-retest method was then used to assess the reliability of the ratings of those items.

The researcher found that there was considerable variability among the item-by-item reliability coefficients (See Table 1). The interpretation of this inconsistency is based on Hinkle et al (1994) rule of thumb for interpreting the size of a correlation coefficient. Hinkle et al (1994) provided the following chart for interpreting the size of a correlation coefficient:

Size of Correlation	Interpretation
.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Little if any correlation. (p 119)

The reliability correlation coefficients for the 25-items ranged between .342 and -.168. The overall reliability coefficient was .40 (See Table 1). The researcher found a number of reasons that might explain these unexpectedly low correlation coefficients. For example, DeVellis (1991) explained that a problem with Test-retest reliability:

> is that what happens to the scores over time may or may not have to do with the error-proneness of the measurement procedure....For example, if a

> purported anxiety measure was influenced by social desirability as well as anxiety, scorers might remain constant despite variation in anxiety. The stability in scores, reflected in high correlation across occasions of administration, would not be the result of invariance in the phenomenon interest. Alternatively, the phenomenon may not change while scores on the measure do; that is, the scale could be unreliable....Kelly and McGrath (1988) have identified four factors that are confounded when one examines two sets of scores on the same measure, separated in time. These are (a) real change in construct of interest (e.g., a net increase in average level of anxiety among a sample of individuals), (b) systematic oscillation in the phenomenon (e.g. variations in anxiety, around some constant mean, as a function of time of day), (c) changes attributable to differences in subjects or measurement methods rather than the phenomenon of interest (e.g., fatigue effects that cause items to be misread), and (d) temporal instability due to the inherent unreliability of the measurement procedure. Only (d) is unreliability. (p. 38)

Another possible factor that might have led to the low reliability coefficient is that the test-retest reliability technique is based on the principle that there is one right answer to each question and that if instruction was successful, many, if not all, students will answer each question correctly. However, in this study, there were no right or wrong answers. The participants' responses to items

on the first and second analysis instruments reflected opinions, not right or wrong answers.

The analysis of the 25-item final instrument showed that the mean ratings increased between the two administrations (See Table 2). The increase in the means showed that when participants rated the items a second time, their perception of the importance of the items tended to increase. While this decreased the final reliability coefficient, it did show that the items on the final instrument were given high ratings and that those ratings reflected a high degree of agreement among the raters.

Conclusions

As a result of engaging in this study and analyzing the data, the researcher reached the following conclusions:

1. There was no empirically based content analysis instrument available that college-level educators could use to select textbooks that dealt with the Middle East.
2. One way to construct a content analysis instrument that would be as valid as possible, would be to have it reflect the goals and standards that UNESCO and the Nation Councils for Social Studies, Geography, and World History believed students should know and be able to do.

3. There were some items that were the same, or nearly so, across the sets goals and standards put forth by UNESCO and the Councils and that were appropriate for inclusion on a content analysis instrument.
4. By subjecting to repeated analysis those items that were common to all four sets of goals and standards, it was possible to construct a content analysis instrument that reflected content that should be included in college-level textbooks dealing with the Middle East.

Recommendations for Future Research

1. In this study, a content analysis instrument was developed to analyze textbooks that teach about the Middle East at colleges and universities in the United States. However, the study stopped short of field-testing the instrument by having educators use it to analyze actual textbooks. Therefore, it is recommended that a study be conducted to determine whether the content analysis instrument developed in this study can be used to help educators consistently select textbooks that reflect in the goals and standards on the content analysis instrument.
2. When selecting participants for this study, the researcher did not take into consideration variable such as; race, religion, gender, or nationality. However, these variables may have influenced the ratings and, consequently, the test-retest reliability coefficient. Therefore, it is

recommended that a study be conducted in which a stratified sample is selected so that the effect of variables such as; race, religion, gender, and nationality can be determined.

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Table 1

Test-retest Correlation Coefficient of Final Instrument (N = 60)

Item	Correlation Coefficient
A. Category – History (1-5)	
1. Explain how the mandate system altered patterns	.083
2. Analyze how the World War I settlement	.143
3. Explain how international conditions affected	.169
4. Assess the role and general effects of	.058
5. An introduction to the major problems of the	.342
B. Category – Geography and Environment (6-11)	
6. Locate and describe varying landforms and	-.168
7. Identify some of the reasons for changes in the	-.104
8. Examine political structures and governments	.047
9. Identify how places take on symbolic meaning	.174
10. Explain how places and regions are stereotyped.	.259
11. Awareness of environmental problems and the	-.076
C. Category - Culture (12-16)	
12. Compare the development of religious and	.035
13. Analyze the sources and development of Islamic	.291
14. Identify and describe selected historical	.161
15. Develop critical sensitivities such as empathy	.215
16. Identify and interpret examples of stereotyping	.072
D. Category – Peace, Ethnicity and Multiculturalism (17-25)	
17. Promote understanding, tolerance and friendship	.303
18. Promote international solidarity and	.283
19. Understand and respect for all peoples	-.051
20. Awareness of the increasing global	.106
21. Stress the inadmissibility of recourse to	.187
22. Contribute to international understanding	.288
23. Familiarization with the processes by which	-.114
24. Analyze examples of conflict, cooperation	-.165
25. Analyze changes in the lives of women in	.110

Table 2

Means and Standard Deviations of Final Instrument (N = 60)

Item	Mean	SD
A. Category – History (1-5)	Mean of Items = 4.01	
1. Explain how the mandate system altered patterns	4.03	.99
2. Analyze how the World War I settlement	3.93	.97
3. Explain how international conditions affected	4.03	.97
4. Assess the role and general effects of	4.05	1.09
5. An introduction to the major problems of the	4.05	1.01
B. Category – Geography and Environment (6-11)	Mean of Items = 4.04	
6. Locate and describe varying landforms and	4.00	.93
7. Identify some of the reasons for changes in the	3.95	1.12
8. Examine political structures and governments	4.18	.87
9. Identify how places take on symbolic meaning	4.10	.96
10. Explain how places and regions are stereotyped.	4.10	.79
11. Awareness of environmental problems and the	3.96	.95
C. Category - Culture (12-16)	Mean of Items = 4.10	
12. Compare the development of religious and	3.91	.94
13. Analyze the sources and development of Islamic	3.95	1.04
14. Identify and describe selected historical	4.20	.89
15. Develop critical sensitivities such as empathy	4.21	.90
16. Identify and interpret examples of stereotyping	4.25	.89
D. Category – Peace, Ethnicity and Multiculture (17-25)	Mean of Items = 4.34	
17. Promote understanding, tolerance and friendship	4.16	.97
18. Promote international solidarity and	4.13	.99
19. Understand and respect for all peoples	4.35	.81
20. Awareness of the increasing global	4.41	.72
21. Stress the inadmissibility of recourse to	4.31	1.08
22. Contribute to international understanding	4.40	.94
23. Familiarization with the processes by which	4.36	.84
24. Analyze examples of conflict, cooperation	4.40	.84
25. Analyze changes in the lives of women in	4.58	.64

FINAL INSTRUMENT/FULL TEXT

HISTORY (1-5)

1. Explain how the mandate system altered patterns of European colonial rule in Africa and the Middle East. (World History Standards).
2. Analyze how the World War I settlement contributed to the rise of both Pan-Arabism and nationalist struggles for independence in the Middle East. (World History).
3. Explain how international conditions affected the creation of Israel, and analyze why persistent conflict developed between Israel and both Arab Palestinians and neighboring states. (World History Standards).
4. Assess the role and general effects of imperialism, colonization, and decolonization on the economic and political developments of the nineteenth and twentieth centuries (e.g., European disregard for existing Middle Eastern political boundaries in the organization of colonies and subsequent independent nations). (Geography Standards).
5. An introduction to the major problems of the contemporary world: In order that learners have a better grasp of the political, social, cultural, economic, demographic, environmental and other issues of modern societies and to improve their ability to cope with them. (UNESCO).

GEOGRAPHY AND ENVIRONMENT (6-11)

6. Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationships within the ecosystem. (Social Studies Standards).
7. Identify some of the reasons for changes in the world's political boundaries. (Geography Standards).
8. Examine political structures and governments as regional systems (e.g., the hierarchy of political units such as village, town, city, county, state, and country; the hierarchy of political party structure-precinct, ward, county, state, and national levels). (Geography Standards).
9. Identify how places take on symbolic meaning (e.g., Jerusalem as a holy city for Muslims, Christians, and Jews). (Geography Standards).
10. Explain how places and regions are stereotyped. (Geography Standards).
11. Awareness of environmental problems and the accelerating damage to the natural and cultural environment. (UNESCO)

CULTURE (12-16)

12. Compare the development of religious and ethical belief Systems in the civilizations of the Euphrates and the Nile Rivers and how they legitimized the political and social order. (World History Standards).
13. Analyze the sources and development of Islamic law and the influence of Islamic law and Muslim practice on such areas as family life, moral behavior, marriage, women's status, inheritance, justice, and slavery. (World History Standards).
14. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others. (Social Studies Standards).
15. Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts. (Social Studies Standards).
16. Identify and interpret examples of stereotyping, conformity, and altruism. (Social Studies Standards).

PEACE, ETHNICITY, AND MULTICULTURALISM (17-25)

17. Promote understanding, tolerance and friendship among all nations, racial or religious groups. (UNESCO).
18. Promote international solidarity and co-operation, which are necessary in solving the world problems affecting the individual's and communities' life and exercise of fundamental rights and freedoms rights and freedoms. (UNESCO).
19. Understand and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations. (UNESCO).
20. Awareness of the increasing global interdependence between peoples and nations. (UNESCO).
21. Stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression. (UNESCO).
22. Contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation. (UNESCO).

23. Familiarization with the processes by which cultures spread and evolve and the recognition of their equal dignity and the indissoluble link between cultural heritages and contemporary culture. (UNESCO).
24. Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations. (Social Studies Standards).
25. Analyze changes in the lives of women in both industrialized and developing countries since World War II and assess the extent to which women have progressed toward social equality and economic opportunity. (World History Standards).